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ABSTRACT

This document contains supplementary material related to helping children protect themselves from sexual abuse to accompany New York City public schools' Family Living including Sex Education programs. For grades prekindergarten through grade two and grades three through four, it presents the concept that protecting oneself is an important part of growing up. Teacher information is provided and teaching strategies and activities are included. For grades five and six, the concept is presented that children are not to blame when adults violate rules. Teaching strategies and activities are provided. Resources are listed for children and adults, and curricula resources are also given. (NB)

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Supplementary Material related to

Helping Children Protect Themselves from Sexual Abuse

Family Living

INCLUDING

ED286129

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Helping Children Protect Themselves from Sexual Abuse

Prekindergarten to Grade 2

Introduction: To the Teacher of Prekindergarten-Grade Two

It is important to acknowledge at the outset of these teaching activities that it is the responsibility of adults to protect children from abuse. Children cannot be held responsible for self-protection. Even if they have been taught protective behaviors, children are vulnerable to abusive adults. However, in these times when the frequency of child abuse is being recognized, we must help children to help themselves insofar as they are capable. Research shows that, frequently, if the child says "no," this is sufficient to prevent abuse.

When children do reveal that they are being abused, it is vital that teachers help children realize that it is the abusive adult who is to blame. The child must not be made to feel responsible or guilty.

The subject of *Helping Children Protect Themselves from Sexual Abuse* is too important and too sensitive to be approached with a large group of children where there is a risk of misunderstanding on the part of some children in the group. The younger the student, the greater the need for smaller groups. In grades K-2 particularly, it is recommended that all new material be developed with a small group of children, six to eight at most, during your time at learning centers or group work periods. Divide your class into groups of this size and implement each activity with each group. Afterwards you may want to do a reinforcement activity with the whole class.

The artwork suggested in the activities can be combined by each child into a book, e.g., "I'm in Charge of My Body." Different materials can be used as appropriate, such as magic markers, colored pencils, or paint and easel paper. Collages, including pictures of children and adults, can also be used as artwork.

Note: Be careful that pictures do not go home that are even remotely indicative of child abuse for fear of further endangering the child.

A sample dialogue held privately with a child whose picture raises your concern may go something like this:

> "Where is this place? It looks like _____(a bedroom) to me." (or whatever the place looks like)
> "Do you know the person/people"?
> "What is he/she doing to him/her?"
> "Did you ever see something like this? Was it on television or was it in a real place?"
> "Did this happen to you?" (Encourage but don't pressure the child to tell.)

If you sense that this approach is too direct for younger children, tell the child: "If you know someone this has happened to, will you tell the person to tell me or to tell someone so he/she can get help?" Avoid communicating judgmental attitudes against anyone the child may name.

When you are *reasonably certain* that child abuse is taking place, follow the reporting procedures set up in your school.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To recognize feelings related to good and bad touches.

Motivation: **Ask:**

- What do you like to do with your body? (run, jump, dance, walk, etc.)
- Do you like to hold hands with some people?
- Do you like to hug some people?
- Do you like to sit on some people's laps?
- How does it feel? (warm, good, close, happy).

Strategies: **Discuss:** What are some times when touching feels good?

Ask:

- What are some other times when touching feels good?
- Are there any times when touching does not feel good? (hitting, pinching, pulling hair)

Note: Good touching and bad touching may be written on an experience chart for first and second graders and for kindergarteners if they can read.

Discuss:

- Is it good touching if someone hugs you when you don't want to be hugged?
- How does it make you feel? (uncomfortable, angry, scared)
- What can you do about it? (Say, "Don't hug me, I don't want you to.")
- What if you tell someone not to touch you and the person does it anyway?
- What can you do? (Tell someone who will help you.)

Read or describe: Some situations to the children and have them respond.
What happens when:

- your friend gives you a hug goodbye (I smile; like the feeling; hug back)
- your brother pulls your hair. ("Don't pull my hair. I don't like it!")
- your friend takes your hand. (I hold my friend's hand.)
- the doctor listens to your heart and looks in your ears. (Be quiet and still — help the doctor dress you.)
- your uncle holds you too tight. ("Don't hold me tight. I don't like it!")

Draw: Pictures of different kinds of touching.

Read: *It's My Body* to the children and discuss times when we like to share our bodies and times when we do not want to share our bodies.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To recognize that some parts of our bodies are private.

Motivation: Today we are going to talk about "private" things. Toothbrushes and eyeglasses are "private." They belong only to one person, like medicine the doctor tells only *you* to take.

Strategies: **Discuss:** Our bodies have private places that we do not share. We keep these places covered.

Show: Pictures of adults and children in bathing suits (two-piece suits for girls).

Ask: Why do we wear bathing suits to go swimming? (to cover our bodies' private places)

Discuss: When is it all right to remove clothing? (in doctor's office, to bathe, getting dressed, undressed)

Discuss: Families often have their own names for these private places, but other people may not understand these names.

Teach children proper names for private body parts as appropriate.
Example:
If you're a girl, your breasts, vagina, and bottom are private. If you're a boy, your penis and bottom are private.

Discuss: No one should touch your private places unless you need help. When you were a tiny baby someone had to bathe you, feed you, diaper you, see that you were safe.

Ask:
- Why couldn't you do this for yourself?
- What can you do for yourself now?
- Do you sometimes need help?
- When do you need help with your private places? (when they hurt; when you have a rash or something doesn't look right in a private place; when the doctor has to examine you; when you are sick and have to get a needle in your bottom)

Discuss: Are these "bad touches?" (No, because even if the touches hurt, they are going to make you better or take care of you. Your body might hurt, but you will *feel* all right about the touches because the people are taking care of you.)

Note: After a discussion of this type, be alert to children's expressive work during the next few weeks. A child may indicate an abusive experience in this way. While the other children are busy at work period, initiate a private discussion about the picture with the child. The sample dialogue in "To the Teacher" may be helpful.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To recognize that "secret" touches on private body parts are bad secrets.

Motivation: Do you like to keep secrets?

Strategies: **Ask:**

- What are some kinds of secrets that are fun to tell and to keep? (a gift you are going to give somebody; a surprise you have for somebody)
- Are there some secrets that are not good secrets? (your friend tells you he has matches; someone tells you about taking a toy home without permission)
- How do these secrets make you feel? (uncomfortable; you think maybe you should tell someone but are afraid the friend will get into trouble)

Discuss: Secrets like this do not make you feel good. There are other secrets that are not good secrets. If someone touches a private body part of yours and asks you to keep it a secret, it is a bad secret.

Roleplay: Have the children roleplay, telling one another a good secret.

Note: After a discussion of this type, be alert to children's expressive work during the next few weeks. A child may indicate an abusive experience in this way. While the other children are busy at work period, initiate a private discussion about the picture with the child. The sample dialogue in "To the Teacher" may be helpful.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To understand what to do about "secret" touches on private body parts.

Motivation: Tell the class the following story:

When I was very little a friend told me a secret. Her uncle was touching her on a private body part, and he told her that it was a secret. He told her not to tell. She was almost afraid to tell me. But the secret was making her feel very bad and she didn't know what to do. What would you have done?

Strategies: **Brainstorm:** Solutions. Accept all responses, but guide children to conclude that a secret that makes you feel bad should be told to someone who can help.

Ask: If someone touches you on a private body part and tells you to keep the touching a secret, what three things can you do?
- Say, "No, don't do that."
- Go away from the person.
- Tell someone who can help you with the problem.

Ask: What can you do if a person wants you to touch his or her private body parts?
- Say, "No, I won't do that."
- Go away from the person.
- Tell someone who can help you.

Develop: A large poster with the words **No! Go! Tell!** for the children to look at for reinforcement.

Discuss the rules: No adult or teenager touches a child's private body parts secretly. Children never touch adults' or teenagers' private body parts.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To understand rules about strangers.

Motivation: Who are "strangers"?

Strategies:

Ask:
- What do you know about strangers?
- Where do you see strangers?
- What has your family told you about strangers?

Note: Use any rules children can give and guide them in developing other rules. Since children this age should not be by themselves, emphasize staying with the person who is taking care of them as the primary rule.
- Stay with the person who is taking care of you.
- Never go anywhere with a stranger. (not even if the person has something to give you, such as candy, toys, money)
- Never take anything from a stranger (not candy, money, toys).

Draw: Have the children draw the people who take care of them.

Expected Outcome: To explain what to do if you are lost.

Motivation: What should you do if you get lost?

Strategies:

Discuss: There are some strangers you can ask for help. (police officers, firefighters, lifeguards, store workers, or uniformed guards)

Show: A picture of a child who is lost.

Ask: Where is the child? What should he/she do?

Discuss: Who do you ask for help if:
- you get lost at the swimming pool or beach? (lifeguard)
- you get lost in a store or restaurant? (a person who works there)
- you get lost on the sidewalk? (a police officer or go to a store worker)

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To understand rules about strangers

Motivation: Show pictures of adults and children. Use some pictures of people the children know; e.g., a school crossing guard, a teacher in the school, the principal. Use some pictures of people the children do not know (from magazines or home photos). Ask children to identify which people are strangers.

Strategies: **Define:** A *stranger:* someone you don't know well.

Discuss: If someone knows your name, is that person a stranger? (Remind students that strangers may learn your name from overhearing it or from what you are wearing.)

Read: *The Dangers of Strangers* (See "Resources.")

Discuss: Are all strangers dangerous?

Note: Assure children that not all strangers are dangerous, but that children must follow rules to assure their own safety. If the child doesn't know the person **well,** he or she should be considered a stranger.

Brainstorm with children: Some rules we have concerning strangers:
- Don't go too close to strangers (back up to at least an arm's distance.)
- Stand and be ready to run when strangers approach you.
- Always tell someone if a stranger bothers you.
- Don't talk to strangers.
- Don't take anything from strangers.
- Children don't need to help adult strangers; adults help adults.
- You can't tell the difference between good and bad strangers.

Show: Pictures used in motivation. Ask children:
- Do you think it is safe to ask for help from any of these people? Which ones?
- Would you go for a drive with any of these people without your parents' consent? Would you go for a drive with **anyone** without your parents' consent?
- If you were lost, which of these people would you go to?
- If you were lost, and couldn't find anyone you knew to help, who would be the safest to ask for help? (police officer, firefighter, store owner)

Draw: Pictures of grownups you love and trust.

Discuss: Whom do you go to if a stranger bothers you? Whom do you go to if an adult you know, even an adult who is close to you, bothers you?

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To be able to contact parents or trusted adults.

Motivation: How do you feel when you are lost?

Ask: What should you know about yourselves so you can get help if you are lost? (Your full name and where you live and your phone number and the name of the person who takes care of you)

Create: Charts with kindergarten children to whom you will teach one identity fact at a time. Develop one or more charts over as long a period of time as needed:
"I know My Name."
"I Know Where I Live."
"I Know My Phone Number."
"I Know Who Takes Care of Me."
Add information to the chart(s) so the children can repeat to you from memory. Offer to help the children memorize this information. Review information regularly to keep it current in the children's minds.

Grab Bag: Write each student's name, address, and phone number (including area code) on an index card. Have children study their own cards. Then place the cards in a box. Pull out one and read the information, but not the name. If the child recognizes the information, he or she keeps the card. If not, it is returned to the box.

Strategies: **Write:** Have the children practice writing or saying their own names, addresses, and phone numbers, including town, zip code, and area code.

Practice: Dialing their own phone number.

Read: *Annie: Once I Was a Little Bit Frightened.* (See "Resources.") Discuss the story with students.

Roleplay: A child is lost in a department store. The adult asks the child for her name and address.

Open-ended Story: Have children complete open-ended stories; for example:
- You went to the beach with your mom. You can't find her. Some things you can do are . . .
- You got separated from your dad in the supermarket. Some things you can do are . . .

Possible answers: stay still and call out; go to the lifeguard or the person at the cash register; plan in advance where to go if separated; find a police officer.

Discuss: How does planning in advance help us when going to a crowded place?

Discuss: How do you feel when you think you are lost?

Note: Being lost can be scary, but we can think carefully and plan what we will do so that we can still be in control.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Review: Similar roleplay situations as reinforcements.

Motivation:

Ask: "What would you do if. . . ?"
- someone asks you to take someone else's toy?
- someone asks you to play with matches?
- someone asks you to go in a car without your parent's permission?

Note: You may wish to add additional familiar examples.

Strategies:

Discuss: When should we say "no"? (e.g., when a rule is broken, when we feel uncomfortable, when it's not safe.)

Discuss: What should you do after you say "no"? (**Go** away and **tell** a trusted adult.)

Note: We call this the **No, Go, Tell** response. Placing these words on a large sign in front of the class will clarify exercises for children.

Are these "No, Go, Tell" times too?:
- What would you say to a stranger who wants to buy you ice cream?
- What would you say to a stranger who wants you to come in the car to see some kittens?
- What would you say to someone who tickles you too hard?
- What would you say to an adult who wants to touch your private parts in secret?

Roleplay: A friend tries to get you to cross the street against the red light. (The teacher can roleplay the friend.)

Practice: Have individual children respond to the situations below and others you create. Reinforce "No, Go, Tell."
- An adult wants to touch your private parts. (Not Pre-K)
- A stranger wants to give you candy.
- An adult from your neighborhood offers to drive you home.

Discuss: Decisions appropriate to various situations.
Sample situations:
- Your mom is late to pick you up from school. What should you do?
- You are lost in a department store. What should you do?
- Your mother is usually home, but one day you come home from school and no one is there. What should you do?
- A friend's father tells you your mom said you could go with him. What should you do?
- A car pulls up and the driver wants directions. What should you do?

Discuss: Need for parents to give you rules about who may take you home in emergencies, whom you may call or with whom you may take a ride.

Grades 3 and 4

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To distinguish between "good," "bad," and confusing touch.

Motivation: **Play:** "Stand Up for What You Like." Write "OK" on one side of the board, "Oh, No!" on the other side. Name an activity and have children stand in front of the label that represents their feelings. Repeat for other activities.

- wrestling with a friend
- sleeping with the light on
- tickling
- hugging
- listening to loud music
- eating spinach

Strategies: **Create** a booklet called "Me," with each page displaying a montage of pictures or words:

- Page 1: Foods I Like to Taste
- Page 2: Foods I Don't Like to Taste
- Page 3: Things I Like to See
- Page 4: Things I Don't Like to See

continue for smell, hearing and touch. Or you may wish to use *My Very Own Book About Me* (See "Resources.")

Discuss: What can you do when you are faced with eating, seeing, or smelling something you don't like?

Explain: What is the difference between being touched and touching?

List: The ways you like to be touched, and the ways you do not like to be touched.

Discuss: Touching can be confusing (e.g., being pushed usually is an "Oh No!" touch, but being pushed from harm is not).

Discuss: How do you feel when you don't like to be touched and someone does it anyway?

Create: A page in the "Me" book for "good" touching, another for "bad" touching, and a page for "confusing" touching.

Discuss: When can touching be bad?

- if it hurts
- if it gives you an "Oh No!" feeling or makes you feel uncomfortable (See K-2 section.)*
- if it's against the rules: Adults and teenagers do not touch children's private parts *in secret*. Children do not touch adults' private parts. (See K-2 section.)
- if it's a bad secret (See K-2 section.)

Create: A chart about touching; include columns for good, bad, and confusing touches (examples might include pushing in anger, pushing someone out of danger, hugging, hugging too hard, rubbing a back, rubbing a private part)..

CONCEPT: ***Protecting oneself is an important part of growing up.***

Discuss: Who is to blame if an adult breaks a rule about touching? Who is to blame if you touch and deliberately hurt someone?

Explain: What do you do if someone touches you in a way you don't like? (Say, " **No, Go, Tell!**") (See K-2 section)

List: Some tricks others might play to try to convince you to do something you don't want to do.

**Note: The class creates a term to associate with the inner feeling one gets when something is wrong.*

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To make decisions related to being alone and to saying "no."

Motivation: Your little cousin is allowed to play alone outside. What are some rules you would tell him so he'll be safe?

Strategies: **Discuss:** In small groups, have students talk about situations when they were encouraged to do something they didn't want to do (e.g., tease a friend, cross against a red light). Teacher asks:

- How did you feel?
- If it happened now, what would you do?

Discuss: What do you say when:

- you ask for chocolate ice cream and the store owner gives you vanilla;
- the store owner asks for a kiss instead of money for the ice cream;
- a neighbor offers to fix your bike if you come inside his/her house;
- a neighbor offers you candy to get in her/his car;
- a stranger offers to buy you a toy in the store if you come to another aisle.
- the doctor says to roll up your sleeve for an innoculation.
- Mommy tells you to eat spinach.

Review: Rules related to safety (See K-2 section.)

Roleplay: Teacher roleplays a stranger attempting to entice a child to go into a car, take candy, see or find a pet, or go to buy a toy.

Practice: Saying *no* in unison and individually in the following situations:

- A neighbor picks you up at school and says your mom sent him or her. Your mom has said she would always tell you first. You should say _____.
- A stranger tells you he/she wants you to meet a famous movie star or ball player. The stranger wants you to go with him or her. You should say _____.
- Your big brother's best friend offers you a pill. He says it will make you feel very nice. You should say _____.
- You're home alone. Mom said not to open the door for anyone. Your uncle wants to visit. You should say _____.
- A stranger says you're very beautiful or handsome and wants to take you to a studio to take your pictures. You should say _____.

Discuss: What are some rules about being alone?

- Don't tell someone on the phone that you're home alone.
- Don't give your address to anyone on the phone.
- Don't open the door.

Note: Elicit from youngsters other situations which might occur in the community which children identify as problems.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Take-home Sheet: Distribute a handout for children to complete with family assistance.

Sample situations:

- If I'm home alone and the phone rings, two things I should remember are _____ and _____.
- If I'm home alone, the only people I can let in are _____.
- If there's an emergency, I should _____.
- If I hear a noise, I should _____.
- When I'm home alone, my responsibilities include: _____.
- Other_____.

Create: A list of family rules to determine who you can go with or what you can do.

Note: Some children at this age have never been left alone; others are left alone regularly. Try to create general strategies for pupils so that *when* they are in a situation when they may be alone they will be prepared to remain safe.

Teacher Information: When children are home alone and answering the phone, they should not give their names. They should say, "Mom is busy" or "Dad said he cannot come to the phone" and ask if they can take a message.

- If a caller refuses to leave a message, children should hang up.
- If someone is at the door, children should answer but not open it. They should say, "My mother says I can't open the door now."
- Deliveries should be left outside until the parent returns.
- In an emergency, children can call for help on the phone. They should not let anyone in. (Possible exception: firefighters, police officers, ambulance attendants.)
- Parents and children should discuss which specific people are to be allowed into the house when the child is alone.
- Discuss responses which may include an untruth to protect oneself.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To determine ways to remain safe and handle some problems.

Motivation: **Read** "Talking Helps," from *No More Secrets*, (See "Resources.")

Strategies: **Discuss:** How did Darryl handle his problem? What are some problems you can handle by talking about them?

List: The people you would talk to if you were in a situation like Darryl's.

View: *No More Secrets*, (See "Resources.")

Discuss: What did the children teach each other about being in unpleasant situations?

- They have the right to say "no."
- They should suggest alternate activities.
- They should explain how they feel.
- They should tell a trusted adult.

Discuss: What is the general rule if you are in a situation like this? (No, Go, Tell)

Open-ended Story: Buddy plays with you after school. You like him a great deal. Most of the time you have fun playing. Sometimes he likes to touch your private parts. You should _____

Decision Making: Children make signs saying:

- No, thank you.
- No, Go, Tell.
- OK

Determine: Ways to show affection to someone who is not breaking a rule.

Have children hold up the appropriate sign for each of the following situations:

- A family member wants to take pictures of you without clothes on.
- A friend wants to kiss you and you don't want to.
- An uncle wants you to sit on his lap, and you don't want to.
- A teammate pats your "bottom" and says you played well.
- A teacher pats your head.
- An aunt you haven't seen in a long time wants to hug and kiss you.
- You didn't stay with your brother. On the way home, his friend says that if you don't let him touch your private parts he'll tell your mom you didn't obey him.
- Your stepfather, father, or mother's boyfriend touches your private parts and tells you it's a special secret.

List: All the ways you can think of to say "no." For example:

- My mom doesn't let me.
- It's breaking a rule.
- I don't like it.

CONCEPT: ***Protecting oneself is an important part of growing up.***

Roleplay: Tell your mom and dad what your brother's friend did. (See "Determine" above.)

List: Other trusted adults you can tell if someone touches you in ways you don't like.

Discuss: What should you do if you tell an adult about a touch you didn't like and the adult doesn't believe you?

Discuss: If you don't feel like kissing grandma, what other things can you do to keep from hurting her feelings?

CONCEPT: ***Protecting oneself is an important part of growing up.***

Expected Outcome: To list safety rules related to privacy and self-protection.

Motivation: Sally looks forward to her dad's coming home. She kisses him, sits on his lap and then they play the tickling game. She likes it. Sometimes, her dad forgets and tickles her too hard. What should Sally do?

Strategies:

Discuss: How can this problem be prevented in the future?
- Create rules in advance (a signal to stop).
- Tell dad or another trusted adult about this feeling.

Define: Privacy. (the right to be alone)

List:
- Situations where adults like privacy.
- Situations where kids like privacy.

Define: Secret. (Something someone tells you not to tell.)

List: Some situations where secrets are good and should be kept. Also list some situations where secrets are bad and children should tell.

Define: Personal space as the space around a person which is almost a part of the body.

Circle Game: Place five children in the center of a large circle. Have the children on the outside of the circle walk toward the five children until they get very close.

Discuss: How the inner and outer groups felt.

Repeat: Have the inner group put their arms up when they feel the outer group is close enough. This is personal space.

Color and Read: *The Fathom Fishes Talk about the Dangers with Strangers* (See "Resources.") Discuss how people we know sometimes break rules.

Discuss: The following situations:
- You are walking alone. A neighbor calls to you from a car and begins to ask a question in a very quiet voice.
- A stranger tries to pick you up and take you with her.

Note: If a child is approached by someone who wants to take him/her away without telling someone else, these are suggested reactions:
- Don't panic. Plan things out.
- Convince the person to put you down. (Let you use the bathroom, etc.)
- Try to get to a place where other adults are.
- Scream "This person is stealing me!"
- Run, scream, make a scene.
- Bite, kick, hit.
- Ask for help.

Grades 5 and 6

CONCEPT: *Children are not to blame when adults violate rules.*

CONCEPT: ***Children are not to blame when adults violate rules.***

Expected Outcome: Children have the right to protect themselves.

Motivation: **Read:** "Promise Not to Tell" in *No More Secrets* (See "Resources.")

Strategies: **Discuss:** What are Maureen's feelings about Pete's "tucking" her in? What could Maureen do to help herself in the future? Why was Maureen afraid to tell? Whose secret was it?

Discuss: What are the rules related to touching?

- Trust your feelings;
- Be aware of safety;
- You have the right to say "no;" to anyone touching your private parts except for medical reasons;*
- Teenagers and adults don't touch children's private parts in secret.
- Children do not touch adults' or teenagers' private parts.

Teacher Note: It would be appropriate to define "private parts."

Discuss: What are rights? How do rights protect us?

Create: A children's bill of rights; i.e., Children have the right to:

- remain safe
- have privacy
- talk about their safety
- say no to unsafe things
- have opinions
- run away from harm
- be protected

Discuss: How can a bill of rights prevent children from being abused? Which of these rights need to be made into laws? What responsibilties come with rights?

List and Discuss: Some things children can do to protect themselves that would not be acceptable otherwise. (Biting, kicking, screaming in self-defense)

Expected Outcome: Children will identify various ways to handle problems.

Motivation: Maria's father has been breaking the rules about touching her private parts. Maria hasn't told anyone.

Strategies: **Discuss:** What should Maria do?

- Who is wrong?
- What do you think are Maria's feelings toward her father? (Explain that anger and love may exist together.)
- How can Maria express her anger?
- What are some ways family members can express love without breaking rules?

CONCEPT: ***Children are not to blame when adults violate rules.***

Discuss: Emotions can be confusing. "Good" and "bad" touching can be confusing.

Write: What would you do if you were Maria's friend, and she told you an adult was touching her private parts in secret and asked you not to tell anyone?

Discuss: Maria allows her stepfather to touch her private parts and touches his private parts.
- Who is at fault?
- Whom could you tell?

List: Some tricks others might play to try to convince you to do something you don't want to do.

Play: "What if . . ." You were supposed to walk home from school with your brother, but you disobeyed. A man has been following you and he is frightening you. What should you do?

List: Ways to say "no":
- to a friend trying to convince you to do something you don't want to do;
- to a family member or trusted adult breaking a rule;
- to a stranger;
- to a trusted adult doing something you don't feel good about.

Ways to say "no":
- Can be polite — "No thank you!"
- Can explain feelings — "No, that makes me feel used!"
- Can give a reason — "No, my parents don't allow that."
- Can offer an alternative activity — "No, let's play ball instead."
- Can be assertive — " No!"
- Can be aggressive — "No! Go away!"

Roleplay: Saying "no" in various situations and ways.

Discuss: Someone has been touching Jose's private parts. For three years he hasn't told anyone. What can he do now?

Create: A list of all services to assist abuse victims in your area. (Personal list). Include hotline or organization numbers. Check phone book, counselors, libraries. (See "Resources.")

List and Memorize: Names and phone numbers of people who can help you if you're being touched or have to touch another in ways you don't like.

Discuss: Gwendolyn is 16. For several months her stepfather has been abusing her.
- What should she have done at the beginning?
- What can she do now?

CONCEPT: ***Children are not to blame when adults violate rules.***

Read and discuss with adult: *Can You Say We Know What to Do!* (See "Resources.")

Create: Puppets (strangers, children, trusted adults). Selected mini-plays created in puppetry would be presented to younger children.

Write: a short play or story for younger children describing safety rules for abuse; for example, saying "no," telling trusted adults about abuse.

Take-home Assignment: Parent and child create a list of things that a child should do to remain safe when out with friends. (For example, practice saying "no;" know whom you are out with; go out with a group; don't drive with someone intoxicated.)

TEACHER INFORMATION:

- Rape Hotline 1-(212) 732-7706
- Victim Services Agency 1-(212) 577-7777
- New York City Task Force Against Sexual Assault 1-(212) 533-5083

Resources for Children

Boegehold, Betty. *You Can Say "No."* A Golden Book. Racine, WI: Western Publishing Co., 1985. A book about self-protection for grades 3-6.

Fisch, Leslie. *The Fathom Fishes Talk about the Dangers with Strangers.* West Hempstead, NY: Ident-a-child, 1984. A color-and-learn book for children that gives rules and strategies for self-protection for grades 3-6.

Freeman, Lory. *It's My Body.* Parenting Press: 7750 31st Ave. NE, Seattle, WA 98115. Provides very young children with strategies to take control of their bodies.

Masterson, James. *Can You Say We Know What to Do?* Union, NJ: Memorial General Hospital, 1984. A coloring and teaching aid for children and parents.

Meeks, Linda and Philip Heit. *Strangers.* Columbus, OH: Charles E. Merrill Publishing Co., 1984. A simple book to help children deal with strangers.

Montgomery, Becky; Grimm, Carol; and Schwandt, L. Peggy. *Annie: Once I was A Little Bit Frightened.* Fargo, ND: Rape and Abuse Crisis Center, 1983. A simple story for grades K-3 that teaches children to tell someone if a person is hurting them.

Plummer, Carol. *Preventing Sexual Abuse Curriculum Guides for K-6, 7-12, and Special Population.* Holmes Beach, FL: Learning Publications Inc., 1984.

Stowel, Dietzel. *My Very Own Book About Me.* Spokane, WA: Lutheran Social Services of Washington. A coloring book to assist parents, teachers, and children in prevention of sexual assault.

Vogel, Carole, and Goldner, Kathryn. *The Dangers of Strangers.* Minneapolis, MN: Dillon Press, 1983. Introduces situations with strangers to be handled by children in grades pre-school-4.

Watcher, Oralee. *No More Secrets for Me.* Little, Brown and Co.: 34 Beacon St. Boston, MA 02106. A series of short stories for children to help them deal with abuse crises.

Williams, Joy. *Red Flag, Green Flag People.* Fargo, ND: Rape and Abuse Crisis Center, 1983. A coloring book to help children determine good, bad, and confusing touch as an aid in prevention of sexual assault.

Resources for Adults

Adams, Caren; and Fay, Jennifer. *No More Secrets: Protecting Your Child from Sexual Assault.* San Luis Obispo, CA: Impact Publishers, 1983.

Colao, Hosansky. *Your Children Should Know.* Indianapolis: The Bobbs Merrill Co., 1983.

Fay, Jennifer. *He Told Me Not to Tell.* Renton, WA: King County Rape Relief, 1979.

Curricula Resources

Personal Safety Curriculum. Spokane, WA: Rape Crisis Network, 1984.

Good Touches/Bad Touches: A Child Sexual Abuse Prevention Program. White Plains, NY: Mental Health Association.

Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents, Curriculum Guides for K-6, 7-12, and Special Populations. Learning Publications, Inc., P.O. Box 1326, Holmes, NC 33509, 1984.